

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Dr. Marc Schaffer Ed.D.

Official School Name: Wood Oaks Jr. High School

School Mailing Address: 1250 Sanders Rd  
Northbrook, IL 60062-2906

County: Cook State School Code Number: 050160270021005

Telephone: (847) 272-1900 E-mail: schaffer.m@nb27.org

Fax: (847) 480-4834 Web URL: www.nb27.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. David Kroeze PhD Superintendent e-mail: kroeze.d@nb27.org

District Name: Northbrook ESD 27 District Phone: (847) 498-2610

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Jennifer Warner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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11IL3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

11IL3

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 2 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
0 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 18324

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	72	67	139
K	0	0	0		7	82	70	152
1	0	0	0		8	72	66	138
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								429

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
13 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
84 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2009	433
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 2%  
 Total number of limited English proficient students in the school: 7  
 Number of languages represented, not including English: 5  
 Specify languages:

Spanish, Hebrew, Japanese, Serbian, Korean

9. Percent of students eligible for free/reduced-priced meals: 5%  
 Total number of students who qualify: 23

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%  
 Total number of students served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>18</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>68</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	0%	0%	0%	1%	1%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

\_\_\_\_\_

Enrolled in a 4-year college or university

\_\_\_\_\_ %

Enrolled in a community college

\_\_\_\_\_ %

Enrolled in vocational training

\_\_\_\_\_ %

Found employment

\_\_\_\_\_ %

Military service

\_\_\_\_\_ %

Other

\_\_\_\_\_ %

**Total**

\_\_\_\_\_ **0%**

At their core, Wood Oaks Junior High School and Northbrook School District 27 have a mission to educate students to succeed in a changing world. Our student population of 425 students enjoys state-of-the-art facilities, a nurturing and award-winning staff, forward-thinking and robust curricula, and a community that unconditionally supports the school, our students, and our staff. To understand the successes and accomplishments of Wood Oaks is to understand the people that make up our learning community. Students always take center-stage, and all curricular decisions, strategic planning, technology development, and school-wide programs and innovations place students at the heart of all decision-making. The Blue Ribbon Program recognizes high performing schools which consistently achieve exemplary performance on state achievements. For us, however, high performance transcends test scores and academic achievement; high performance engenders excellence in supporting and nurturing the whole child, offering the “best-in-class” within our scholastic programs, perpetuating and maintaining strong community partnerships, using cutting-edge technology to support student learning and ensuring that our students are prepared to meet the challenges and demands of the future.

One area where we believe Wood Oaks stands out in front is in the area of instructional technology. We deploy a one-to-one student netbook initiative where all students receive their own personal netbook computer to use at school as well as at home. Providing students with this unprecedented access to technology allows our students to continue their educational journey into the 21<sup>st</sup> century by giving them access to online textbooks, blogging capabilities, virtual classrooms, and a window to interface with a global marketplace of ideas and cultures. All classrooms at Wood Oaks are equipped with Smartsynch technology allowing instructors to deliver curriculum in a highly engaging and interactive way. As we look to the future, Wood Oaks will continue to explore opportunities to provide instruction outside the walls of the conventional classroom and allow our students to meaningfully interface and problem-solve with other students from around the world all in an effort to increase global competence and cultural sensitivity.

Student academic achievement is enjoyed at all levels at Wood Oaks Junior High School—both within the classroom as well as through our special co-curricular programs. For example, over the last three years, Wood Oaks has been recognized by the State of Illinois for earning the prestigious “Academic Award of Excellence”. This award is given to schools that have at least 90% of the student body meet or exceed standards on the Illinois State Achievement Test (ISAT) for four consecutive years. Wood Oaks students have also taken top honors over the last three years at the State Science Fair with a number of our student projects earning best in category as well as receiving recognitions from private industry. In addition, during the 2008-2009 school year, one of our 8<sup>th</sup> grade math students represented our school and the State of Illinois at the National Math Counts competition in Orlando, Florida.

Strong student achievement is not only measured by our certificates and awards; it is demonstrated through our unwavering commitment to meet the educational needs of all learners. To this end, Wood Oaks has implemented a stratified system of academic interventions and supports through its RtI model, offering customized student support in the areas of reading, mathematics and writing. Instructional teams use student data from formal and informal assessments to determine areas of need. From these analyses, instructional programming is developed and deployed to meet the academic and educational needs of each individual student.

Wood Oaks Junior High School offers a wide-array of extra-curricular activities ranging from competitive athletics to fine arts. Our students have 19 before and after school programs from which to choose ranging from Spanish and French Clubs, performing arts, and broadcasting to a “Go Green” environmental group and more. In sum, over 80% of our students participate in some form of extra-curricular activity with our

most impressive participation centered on our music and fine arts programs. In fact, our band, orchestra and choir programs are consistently recognized at the local, state and regional levels receiving honors that award excellence and best in class. We are proud of the commitment and value our community places on these programs. It is through this support and validation that our extra-curricular programs thrive and flourish.

In closing, one need only talk with a community member, visit our school or speak to one of our students to gain a true appreciation of what Wood Oaks Junior High represents. We are more than just a community of learners... we are a family that takes pride in our accomplishments, values relationships, and understands that to excel, you must persevere in everything. From its beginning to the present-day, Wood Oaks continues to be a trail-blazer and understands that to be the best takes an entire community. Wood Oaks Junior High School is indeed a renaissance school that engenders all that is right with public education.



### 1. Assessment Results:

Each spring, the Illinois State Assessment Test (ISAT) is administered to all students in grades 6-8. The ISAT is designed to measure individual student achievement relative to the Illinois State Learning Standards. Based on individual results, students receive one of four score designations in each tested area—*Exceeds Standards*, *Meets Standards*, *Below Standards*, and *Academic Warning*. In each tested area, the Illinois State Board of Education provides a definition as to what it means to “meet” and “exceed” the standards in each tested area. These descriptions are directly quoted from the Illinois State Board of Education School Report Card, which can be found at: [http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2010&code=1401602701005\\_e.pdf](http://webprod.isbe.net/ereportcard/publicsite/getReport.aspx?year=2010&code=1401602701005_e.pdf):

**Meets Standards:** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems

**Exceeds Standards:** Students work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Students at Wood Oaks consistently perform well on the Illinois State Achievement Test. An analysis of the data over the last five testing administrations indicates that student performance is consistent and strong in all tested areas. Assessment data is disaggregated to look at results longitudinally as a student body, as well as by individual subgroups and grade levels. During the five-year testing period from 2006-2010, student performance data in both reading and mathematics indicate strong performance with clear upward trends especially within the performance of our special education subgroup.

In Reading, student test scores as an aggregate are stable with 93-96% of all students meeting or exceeding standards. With some variability, there has been an increase in the number of students who have moved from the “meets” to the “exceeds” designation. For example, during the March 2006 administration, 66% of the student body met standards while 27% exceeded standards. Five years later, 59% of the student body met while 36% exceeded the standards. This overall growth of nine percentage points over a five year period indicates significant student achievement. We have also seen significant growth within our Asian/Pacific Islander sub-group in Reading. While as a whole this subgroup has consistently scored between 93%-97% of students meeting or exceeding standards, there has been the most significant growth within the Exceeds category from 26% during the March 2006 administration to 38% in the March 2010 administration. Our Special Education subgroup has also demonstrated growth on the ISAT. In March 2006, 64% of our students met or exceeded standards. Over the next four years, this percentage has increased to 78% in 2010.

Our results in Mathematics are equally impressive with students maintaining achievement in the 95%-98% range of meeting or exceeding state standards. Test results have been consistent between 2006-2010 with only slight variations in the percentage of students moving from meeting standards to exceeding standards. Our Special Education subgroup has demonstrated the most significant improvement not only during the five-year testing period, but most recently from the 2009 administration to the 2010 administration. In 2009, 71% of our special education subgroup met or exceeded standards. In 2010, that number jumped to 86% of students meeting or exceeding standards. Our Asian/Pacific Islander and English Language subgroups have also performed exceptionally well over this five-year period with 100% of students within these subgroups meeting or exceeding standards in three of the last four testing years. In sum, mathematics continues to be an area of exceptional strength for our Wood Oaks student body.

During the March 2010 administration, there was an 18 percentage point achievement gap in Reading scores between all students and our Special Education subgroup. There was also a 10 percentage point achievement gap in Mathematics scores between all students and our Special Education subgroup. All students who have not met standards or are at risk of not meeting standards are identified for receiving additional support. Teachers provide intervention strategies within the classroom for all students such as differentiation of instruction to help students master the curriculum. Using the Response to Intervention framework (RtI), this is considered a Tier 1 intervention. Students who are in need of more robust and comprehensive support and/or have not realized success at the Tier 1 level are provided support at the Tier 2 and Tier 3 levels respectively. Appropriate in-class and external academic support for students within our resource and special education programs are offered including an additional 40 minutes of instructional reading time a day for our most at-risk students. The Math Lab Program supports struggling math students who are currently not meeting standards. This program provides approximately 60 extra minutes a week of additional mathematics support. Finally, on-going teacher professional development is provided in all facets of the reading and math curricula, and resources are identified to better support classroom instruction. Instructors use classroom assessments, progress monitoring tools and other standardized tests to monitor and assess student progress.

## **2. Using Assessment Results:**

Assessment data are used to inform instructional decisions at both the micro (individual) and macro (whole-school) levels. At the individual level, grade-level teacher data teams regularly meet to discuss student progress and assess how students are achieving within the core curricula. When areas of need emerge as demonstrated by the data, teachers employ a vast array of interventions and differentiation strategies within the classroom to help address deficiencies as well as reinforce basic skills. Examples of these strategies may include: re-teaching/reinforcement of the material, extended work time, supplemental materials, and/or small group or one-to-one instruction. Teachers use on-going progress monitoring tools to determine the relative effectiveness of these interventions. If individual students continue to struggle, more intensive instructional opportunities are afforded to struggling learners. These opportunities can include, but are not limited to: additional reading and/or math support in addition to core instructional time, before or after school individualized tutoring, accommodated learning materials, and/or resource support. As with classroom interventions, progress monitoring is used at regular intervals to determine the effectiveness of any intervention. Assessment data are regularly reviewed to chart the trajectory of improvement and make any adjustments in instruction and support as necessary. Classroom teachers are regularly supported through professional development to enhance and refine skills. Classroom teachers are also provided daily planning time to work as grade levels or academic departments to articulate, plan, and share instructional strategies.

Assessment data are also used at the school and district levels to determine the effectiveness of our core curricular programs. School-wide and district data teams meet regularly to evaluate assessment data. The data are disaggregated to look at broad school-wide trends as well as interpreted at individual grade and subgroup levels. The school's annual School Improvement Plan addresses areas for improvement and outlines specific action plans to implement. For example, using ISAT assessment data from 2008-09, it was determined that the Special Education subgroup struggled with overall reading achievement. In order to address this need, a number of support systems were put into place. Ultimately, Wood Oaks deployed a special Reading Lab class as an intervention to support students who were reading at least two grade levels below their peers. Finally, by progress monitoring these students using AIMS Web, special education teachers were able to use the data to monitor progress and validate improvements. Through our efforts, Reading achievement improved significantly the following school year.

## **3. Communicating Assessment Results:**

Assessment data of student performance on the ISAT are communicated to each of our constituency groups: teachers, students, parents, school board members, and community members. The first group that reviews the scores is the administrative team including our central office, school administration, and

curriculum coordinators. Data are disaggregated, interpreted and analyzed so the data “story” of the current year’s results is unfolded. Once scores are evaluated, a formal report is prepared by our Assistant Superintendent of Curriculum Instruction for presentation to the District 27 School Board. This report provides a comprehensive data analysis looking at all-school, grade-level, subgroups and longitudinal trends. The School Board has an opportunity to hear the report and then ask questions at a school board working session meeting.

Communicating assessment results to the teaching staff is a high priority in District 27. The Assistant Superintendent of Curriculum and Instruction attends a staff meeting and spends time reviewing the scores and sharing highlights from the school board report. School staff also has an opportunity to ask questions about the report at this meeting. To promote transparency, a copy of the school board report is posted on the District website for all staff to access.

Individual student score reports are mailed home to parents and students. The score reports provide bar and chart graphs, a narrative explanation of the scoring system as well as a report of the numerical scores earned on each section tested. The ISAT score reports that are mailed home to parents also include a cover letter from the Assistant Superintendent of Instruction of our district providing an overview of the report as well as an invitation to parents to contact the school administration if they have any questions regarding student performance. Through District 27’s website, parents also have access to the School Report Card, which details ISAT results. At the end of October, embargoed scores are published by newspapers.

In late October, District 27 sends a formal communication out to the entire District community through a publication called the *Intercom*. The *Intercom* not only provides general District news and updates, but also provides an analysis and discussion of student performance on the most recent ISAT administration so the community is kept abreast of student academic achievement.

#### **4. Sharing Lessons Learned:**

Wood Oaks Junior High School and School District 27 places a high value on sharing our strategies and successes for strong academic achievement within our school district as well as among our neighboring school districts in the Township. We also regularly present our successful strategies and educational innovations at the state and national levels.

Due to our size, the administrative team collaborates extensively to achieve a “world-class” school district. By using a Professional Learning Community model, our principals and teachers regularly meet to share and exchange ideas, co-develop lessons and assessments, and learn from one another about successful pedagogical strategies. With the assistance of our curriculum coordinators and other teacher leaders, we are consistently innovating and developing programs that best meet the needs of our students. One recent example of this close collaboration has been through the development of our reading intervention program. Working in partnership as a District, we have developed a 2-8 scope and sequence to support our struggling readers with a program that scaffolds and builds from one year to the next.

On a monthly basis, the principals from the Northfield Township meet to articulate and share educational insights and current topics of interest at the local school level. Through this close collaboration, school leaders are able to exchange ideas and share innovations that ultimately benefit all students. This year, Wood Oaks had the opportunity to showcase our one-to-one netbook initiative and technology innovations with the Township.

At the state level, Wood Oaks administrators, curriculum coordinators and teachers have presented at conferences as diverse as the Illinois Principal Association State Conference in Peoria, the State Technology Conference in Springfield, and the State School Board and Superintendents Conference in Chicago. At these conferences school teachers and leaders have presented on a myriad of topics

including: strategies for bringing about student achievement in core content areas, our curriculum development process, Response to Intervention strategies, as well as our strategic planning process.

At the national level, administrative and teacher delegations have most recently presented at the National Staff Development Council national conferences in Dallas, TX and Nashville, TN as well as at the Nuts and Bolts Conference in Boulder, CO. Topics have included presentations on our advisory and student advocacy programs as well as our teacher evaluation model and strategies for building a strong culture for teacher growth, development and learning.

### 1. Curriculum:

Wood Oaks provides students with a rigorous curriculum that integrates global and futures content and knowledge with District standards, Illinois Standards, and national standards.

Wood Oaks gives students opportunities to pursue learning that develops individual growth, potential, and leadership. Teachers adapt content to meet students' needs through differentiated instruction and varied learning environments, while being flexible and sensitive to their abilities and interests.

The core academic program includes reading/language arts, mathematics, science, and social science. Students may elect to take Spanish or French. Students take a Unified Arts class each quarter, which includes art, general music, and technology at all grades. Also, sixth graders take health and study skills; seventh graders investigate health; while eighth graders study public speaking. Students participate in physical education daily. Technology is an important tool, with a netbook provided for students, utilized in all classes.

The goal of the reading curriculum is to foster a love of reading through differentiated and appropriate texts. In addition, emphasis on comprehension strategies, vocabulary development, and literary analysis challenge students to become proficient readers.

The writing program supports students' effective expression of their ideas. Using the writer's workshop model and explicit instruction, students develop expository, narrative, persuasive, and fiction pieces. Research skills are taught at each grade level. Vocabulary, spelling, and grammar are taught in conjunction with reading and writing and specific differentiated lessons.

Mathematics courses provide numerous instructional levels and approaches designed to meet varied learning styles and abilities. They are leveled for regular, honors, and accelerated performance. Groupings are based on student performance, standardized tests, and teacher recommendation. Courses available include: general mathematics, pre-algebra, algebra, and high school geometry for superior students. The program promotes problem-solving, critical and analytical thinking, development of mathematical concepts and constructs.

The science curriculum is founded on the principles of Project 2061, *Science for All Americans*, advancing scientific literacy and promoting a lifelong interest in science. Students use scientific skills and processes in an inquiry approach to design, analyze, and evaluate hypotheses and questions. Students share data and hypotheses through collaborative technology tools. Eighth graders exhibiting advanced science ability may participate in a semester science fair class, pursuing a topic of interest.

The social studies curriculum prepares students to be responsible 21<sup>st</sup> century citizens in a global society. It fosters an understanding of past and present and creates an environment where students believe they can affect change. Curricular topics include: ancient civilizations, American history, and world cultures, with emphasis on current issues facing the world. Students use essential questions to gain knowledge and understanding of geographical, historical, political, and economic situations.

Students may study a foreign language in sixth grade, electing to take Spanish or French. Eighty percent of all seventh graders and 81 percent of all eighth graders participate in foreign language instruction. Language classes emphasize conversation, listening, reading comprehension, writing, grammar, and vocabulary development. Students are introduced to the cultural and geographical aspects of French and Spanish speaking countries.

The visual arts curriculum reinforces and refines skills taught in the elementary years. Students are encouraged to discover their creative potential, as well as to expand personal expression. Students study historical periods and evaluate works of art. They explore principles of art and perspective and use of different media and techniques.

Wood Oaks has an outstanding performing arts program. Students meet daily for one quarter annually for general music education. The curriculum focuses on recognizing the basic elements of music and musical styles, developing a music vocabulary, singing, and utilizing technology. Students with musical interests and talents can participate in chorus, band, or orchestra, which meet three times a week during one of our two daily elective periods.

The physical education curriculum is best described as *Sport Education*. The model includes six instructional elements: seasons, team affiliation, formal competition, culminating events, record keeping, and closing events. Sport Education's purposes are achieved through direct instruction, cooperative small-group work, and peer-teaching.

Sixth graders meet once a week for health class. Students learn critical skills to recognize, practice, and maintain a healthy lifestyle. Food and nutrition are emphasized, focusing on healthy choices, marketing techniques used by the junk food industry, nutrients and their sources and functions, and the dangers of eating disorders. Seventh graders meet daily for one quarter discussing individual health and wellness, the influence of the media, puberty, reproduction, fetal development, and sexually transmitted diseases. In eighth grade, health is integrated in the Sports Education and advisory class. Students interested in health and nutrition can participate in a semester elective, learning techniques for smart shopping and preparing healthy meals.

In addition to differentiating instruction and providing subject specific support, Wood Oaks offers additional academic supports. Some students receive assistance in core subjects through the resource program. Students needing study skill and organizational supports take the Learning Pathways class. Both courses are offered in place of foreign language.

## **2. Reading/English:**

The goal of the reading program at Wood Oaks Junior High School is to create engaged and active readers who develop a genuine love for all types of literature and strong reading skills necessary for future success. To achieve this goal, we help students learn to utilize both reading strategies and literary elements through a variety of instructional approaches. Differentiation, based on what each student brings to the table (as determined through both formal and informal assessments and teacher observation), is a key driver of success. Such differentiation is accomplished through multi-leveled novel groups, individualized teacher-student interaction via blogging about independent reading, as well as whole-class active reading of a more difficult text. Such active reading requires direct, explicit instruction so that students become metacognitive readers. Once students are aware of their own strengths and weaknesses, the entire reading process becomes more efficacious for young learners. It should be mentioned as well that we do a great deal of direct instruction regarding the reading of fiction versus nonfiction, and that reading instruction has become a component of all science and social studies classrooms.

Beyond customizing our classrooms to accommodate students at their various levels, Wood Oaks assists struggling readers in a number of ways. Our Reading Lab provides 40 minutes of additional instruction a day for those who need reading support. Weekly progress monitoring is conducted for these students. A self-contained classroom, taught by a Special Education teacher, addresses individual needs in yet another way. Our English Language Learners (ELL) program addresses the unique reading needs of those learning English as a second, or in some cases a third language. For our gifted students, we provide an Extended Learning Program which is a replacement. The course offers a more challenging reading curriculum as well as a venue for these learners to delve more deeply into the interpretation, analysis and

critique of text. In a 7<sup>th</sup> grade gifted class, for example, the instructor uses the various approaches and methods outlined above, as well as working closely with each individual to set his or her own very challenging personal goals for reading growth.

A comprehensive, multi-faceted reading program is an enormous commitment for student and teacher alike, but if success is measured in performance on various measures and student investment, then Wood Oaks is definitely on the right track.

### **3. Mathematics:**

Regardless of their level, students at Wood Oaks participate in an engaging and intense course of instruction in mathematics. Using both direct instruction and constructivist approaches, students are exposed to rigorous problem-solving and knowledge-building experiences designed to help them become literate in mathematics and to prepare them for success after their junior high school years.

The Wood Oaks Junior High mathematics curriculum has three main course sequences which students follow. Our regular level three-year mathematics program, prepares students for success in Algebra as a freshman in high school. The middle level, populated by the majority of incoming 6<sup>th</sup> grade students, is a general mathematics curriculum in 6<sup>th</sup> grade, followed by pre-algebra and algebra in 7<sup>th</sup> and 8<sup>th</sup> grade respectively. Most of our students then move on to geometry in high school and find great success. Finally, our top performing students follow a progression of pre-algebra, algebra and high school geometry, double accelerating these students during their three years at Wood Oaks.

For students who struggle in mathematics, Wood Oaks offers Math Lab, a two-day-per-week program designed to help students succeed in the regular education curriculum. Students invited to participate in the Math Lab are chosen based on multiple data points including standardized tests, curriculum-based measures, and teacher observation. Those students who accept this invitation are provided an opportunity for small group instruction dedicated to helping students succeed by strategically providing support to boost mathematical background and conceptual knowledge. Students who feel secure about prerequisite knowledge and skills are ultimately more successful and prepared to engage in new concepts and skills being taught in their regular mathematics classrooms.

Also available to students is a drop-in mathematics resource class. This class, staffed by one of the Wood Oaks mathematics teachers, is open to any student seeking additional help. This resource time is available four lunch periods per week and is attended by students at all levels. It is offered in addition to individual student meetings with their classroom teachers before and after school; and it provides an opportunity to seek support within the school day.

### **4. Additional Curriculum Area:**

Posted in each District 27 classroom are the words, “Educating Students to Succeed in a Changing World.” Social studies, as a content area, exemplifies how the skills we develop and nurture contribute to our students’ academic well-being and equip them with skill sets that fulfill our District’s mission. Across grade levels, using state and national standards, we ask the most basic questions about humanity. Sixth grade, using ancient civilizations as a reference, asks, “How do humans organize themselves?” Seventh grade looks at this question with an American perspective while examining United States history and its application to individual rights and freedoms. Eighth grade posits the question, “What is humanity?” by looking at world issues and changing global relationships. Highlighted in the eighth grade curriculum is a focus on differing perspectives; sensitizing students to the need for tolerance and acceptance of viewpoints that may be in conflict with one another. Compromise, negotiation, and critical thinking are 21<sup>st</sup> century skills that are integrated into our students’ daily studies.

At the core of our social studies curriculum is a commitment to each student's ability to problem-solve, foster lifelong learning, and be adaptable to changes in learning methodologies and robust instructional delivery systems. We pride ourselves on teaching students to be as comfortable with manual means of communication (pen and paper) as they are with electronic means of expression. The integration of 21<sup>st</sup> century skills requires a staff well-versed in multi-literacies as we equip our students to contribute to the greater good. We achieve this outcome through multi-tiered learning: teachers help students to build prior knowledge, connect understandings, internalize learning and apply knowledge by initiating individual action. A strong professional development program translates to enhanced student learning. Teachers participate in seminars which highlight methodologies that maximize student engagement.

Social studies exemplifies a content area infused with the development of transferable skills which reinforce the acquisition and application of learning across content areas and understanding various perspectives and global issues. We find that at each grade level, an understanding of the individual's impact on society and his/her ability to impact change is developed. The civic competence that is nurtured meets our District's goal of creating opportunities for students' success in a changing world.

## **5. Instructional Methods:**

At Wood Oaks Junior High School, instruction is differentiated in three key ways: individual differentiation within the classroom, replacement courses for advanced and struggling learners, and supplementary courses for struggling learners.

One area where Wood Oaks offers differentiated instruction is within the classroom. All teachers design lessons that address a variety of learning styles and student learning modalities. Each student at Wood Oaks is given a netbook computer for 24/7 use during the school year. Some teachers, for example, have used technology to design units in which students progress at their own pace to achieve specific goals for the unit. Other teachers use SmartBoard technology to create multimedia and interactive presentations that address all learning styles. Finally, students have twenty-four hour access at school and from home via the Internet. In summary students at Wood Oaks are able to learn and achieve through differentiation—both in the classroom as well as through our overall program structure.

Second, there are specific classes that help students at all levels achieve to their greatest potential. For example, while all students attend an 84-minute block of instruction in reading and language arts, a number of identified students who are higher achieving are specially grouped in to an extended learning program where teachers differentiate the curricula to challenge them further. Other students who struggle with reading are afforded an additional reading class which offers up to 200 extra minutes a week to target specific areas of concern. Our Reading Lab program focuses on skill development through building reading comprehension and fluency. Students are engaged in reading through high-interest magazines that focus on these specific skills. Selected students who struggle in writing have an additional writing support class offering up to 60 extra minutes per week of additional support. Instruction in this class is designed specifically to meet the individual needs of student learners by focusing on writing skills which is based on the six traits of writing. The Reading and Writing Labs also connect directly to students' work in their regular language arts class and content area classes.

Finally, supplementary courses are offered to provide customized support for our struggling learners. In our math program, for example, students who need additional support also attend a second math period offering up to 60 minutes a week which helps reinforce basic math skills. In Math Lab, basic skills are reinforced through work connected to regular mathematics classes. All students, regardless of math ability, also have access to mathematics support as a drop-in program.



## **6. Professional Development:**

School District 27 holds the belief that there is a direct correlation between student achievement and teacher/staff learning. To this end, the teachers at Wood Oaks have a rich repertoire of professional development opportunities to continuously sustain and enrich their expertise.

There are a total of seven professional learning days for the Wood Oaks staff: three Institute Days prior to the opening of school each fall and four Professional Development (PD) days spaced one per quarter. These days include study groups for teachers, instructional support staff, nurses, secretaries, and custodians. The three days in the fall are focused on new initiatives, such as technology integration, refinement of instructional practice, the individual needs of various students, and the successful opening of the school year. During the four PD days throughout the year, each staff member is involved in two half-day study groups - three hours each morning and three hours each afternoon. The study groups are structured to be deep/on-going learning that takes place over the course of the school year. These study groups are directly aligned to the content and pedagogy of the core curriculum or other goal areas related to meeting student learning needs. The study groups are facilitated by administrators, teacher leaders from curriculum revision committees, or other staff members who have had special training to develop the leadership necessary for adult facilitation. Occasionally, outside consultants are hired to lead various study sessions. To ensure that the learning from PD sessions is being transferred to the classroom, principals utilize the supervision/evaluation model to monitor implementation. Mentor teachers are expected to monitor implementation during their weekly collaboration meetings with new teachers. Reading/Language Arts and Math/Science Coordinators spend a portion of their time in-class with teachers to provide modeling, coaching, and support.

In addition to the seven professional development days, the District supports and encourages a variety of other learning modes, which include in-district coursework, a robust New Teacher Academy and Mentor Support program, eight additional hours of after-school In-service Training sessions, tuition reimbursement for graduate coursework, attendance at professional conferences and workshops, and peer coaching from curriculum coordinators. Each week at Wood Oaks, staff members have collaboration time to meet as an interdisciplinary team as well as by curricular area to discuss student needs as well as plan, develop, and deploy instructional units. By employing deep, on-going study groups, Wood Oaks staff members are best able to support student learning and align it with academic standards.

## **7. School Leadership:**

In order to create a positive school culture and climate with a focus on student achievement, the leadership structure of Wood Oaks Junior High School must be accessible, collaborative, and inclusive. The building principal accomplishes this by helping to set a positive tone that portrays to others that the needs of students are always placed at the forefront of any decision-making, policies, and programs. All members of the Wood Oaks community are partners in the education of students. To this end, administrators, teachers, parents, and community members work collaboratively to ensure that the educational environment is safe, supportive, and conducive to student learning.

At the building level, teachers and administrators work together in teams to support students and their achievement. Using a committee structure, leadership groups work collaboratively to carry out the vision and school improvement goals for Wood Oaks. For example, our Building Leadership Team (BLT) evaluates student achievement data to determine global areas of need in the realm of curriculum and then helps to develop and deploy intervention programs to meet these needs. Our Reading, Math and Writing Labs were a direct outgrowth of the work of the Building Leadership Team. The Middle School Committee evaluates practices and programs to ensure that we continue to meet the social-emotional needs of our student body while providing innovative programs and opportunities to support our students such as our student advisory program which focuses on character education components. On a weekly basis, the school administration meets with teachers from all grade levels and departments to discuss school-wide issues as a collective team. Finally, on a quarterly basis, a group of 18 students from each of

our grade levels meets with the principal as an advisory committee to share views, opinions, and feedback. This venue not only provides for student voice with regard to decision-making and student perspective on various topics, but also allows the principal to interface with students to help make Wood Oaks a community where student voices are valued.

The parents and outside community members play a key role in partnering with building leadership to support students and achievement. From curriculum advisory panels to strategic planning committees, the input from the parent and at-large community helps to inform decisions and perspectives of the District and building-level administration. In the final analysis, through a collaborative and inclusive process, the building principal and District Administration are able to be responsive to the needs of the community.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Illinois State Achievement Test

Edition/Publication Year: Not Applicable/2006-2010 Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	99	94	94	99	97
Exceed	45	46	35	46	38
Number of students tested	153	123	153	153	149
Percent of total students tested	99	100	100	97	99
Number of students alternatively assessed	1	0	0	2	1
Percent of students alternatively assessed	1	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	96	68	75	88	73
Exceed	9	16	10	12	7
Number of students tested	24	19	20	17	15
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	98	93	95	98	97
Exceed	46	46	34	4	36
Number of students tested	124	102	125	123	128
<b>NOTES:</b>					

11IL3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6      Test: Illinois Standards Achievement Test -- ISAT

Edition/Publication Year: Not Applicable/2006-2010

Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	97	94	92	95	94
Exceed	49	56	38	44	38
Number of students tested	153	123	153	153	149
Percent of total students tested	99	100	100	97	99
Number of students alternatively assessed	1	0	0	2	1
Percent of students alternatively assessed	1	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	87	74	65	76	67
Exceed	13	16	15	12	13
Number of students tested	24	19	20	17	15
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	96	94	94	96	95
Exceed	47	58	39	39	38
Number of students tested	124	102	125	123	128
<b>NOTES:</b>					

11IL3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Illinois State Achievement Test--  
ISAT

Edition/Publication Year: Not Applicable/2006-2010

Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	98	93	98	96	94
Exceed	63	60	69	64	55
Number of students tested	133	151	155	152	164
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	0	1	2	1	0
Percent of students alternatively assessed	0	1	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	86	74	82	69	61
Exceed	10	11	29	13	13
Number of students tested	22	19	17	16	23
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	97	94	98	97	93
Exceed	62	59	70	66	55
Number of students tested	112	124	122	131	139
<b>NOTES:</b>					

11IL3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Illinois State Achievement Test--  
ISAT

Edition/Publication Year: Not Applicable/2006-  
2010

Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	94	90	96	96	91
Exceed	46	26	43	32	27
Number of students tested	133	151	155	152	164
Percent of total students tested	100	99	99	98	99
Number of students alternatively assessed	0	1	2	1	0
Percent of students alternatively assessed	0	1	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	67	68	82	88	48
Exceed	5	5	12	13	4
Number of students tested	22	19	17	16	23
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	94	91	95	96	91
Exceed	47	29	44	33	29
Number of students tested	112	124	122	131	139
<b>NOTES:</b>					

11IL3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Illinois State Achievement Test--  
ISAT

Edition/Publication Year: Not Applicable/2006-  
2010

Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	97	97	96	95	99
Exceed	66	66	70	72	67
Number of students tested	152	161	150	163	144
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	80	72	67	60	92
Exceed	20	22	20	15	29
Number of students tested	20	18	15	20	26
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	97	96	97	95	98
Exceed	65	66	70	70	64
Number of students tested	128	125	127	138	121
<b>NOTES:</b>					

11IL3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Illinois State Achievement Test--  
ISAT

Edition/Publication Year: Not Applicable/2006-  
2010

Publisher: Illinois State Board of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meet	97	96	94	95	94
Exceed	16	17	19	29	15
Number of students tested	152	161	150	163	144
Percent of total students tested	99	99	99	99	97
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meet					
Exceed					
Number of students tested					
<b>2. African American Students</b>					
Meet					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meet					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meet	80	72	73	60	77
Exceed	5	6	7	5	4
Number of students tested	20	18	15	20	26
<b>5. English Language Learner Students</b>					
Meet					
Exceed					
Number of students tested					
<b>6. White</b>					
Meet	97	96	95	96	93
Exceed	18	18	18	30	14
Number of students tested	128	125	127	138	121
<b>NOTES:</b>					

11IL3



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets and Exceeds	98	95	96	97	96
Exceed	58	58	58	61	53
Number of students tested	438	435	458	468	457
Percent of total students tested	100	100	99	98	98
Number of students alternatively assessed	2	2	3	3	1
Percent of students alternatively assessed	0	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets and Exceeds	100	92			
Exceed	50	67			
Number of students tested	14	12			
<b>2. African American Students</b>					
Meets and Exceeds					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets and Exceeds					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meets and Exceeds	88	71	75	72	77
Exceed	13	16	19	13	17
Number of students tested	66	56	52	53	64
<b>5. English Language Learner Students</b>					
Meets and Exceeds	100	100			
Exceed	50	58			
Number of students tested	12	12			
<b>6. White</b>					
Meets and Exceeds	98	95	97	97	96
Exceed	57	58	58	60	52
Number of students tested	364	351	374	392	388
<b>NOTES:</b>					

11IL3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets and Exceeds	96	94	94	96	93
Exceed	36	31	33	35	27
Number of students tested	438	435	458	468	457
Percent of total students tested	100	100	99	98	98
Number of students alternatively assessed	2	2	3	3	1
Percent of students alternatively assessed	0	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets and Exceeds	100	83			
Exceed	29	25			
Number of students tested	14	12			
<b>2. African American Students</b>					
Meets and Exceeds					
Exceed					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets and Exceeds					
Exceed					
Number of students tested					
<b>4. Special Education Students</b>					
Meets and Exceeds	78	71	73	74	64
Exceed	8	9	12	9	6
Number of students tested	66	56	52	53	64
<b>5. English Language Learner Students</b>					
Meets and Exceeds	92	75			
Exceed	8	0			
Number of students tested	12	12			
<b>6. White</b>					
Meets and Exceeds	96	94	95	96	93
Exceed	37	33	34	34	27
Number of students tested	364	351	374	392	388
<b>NOTES:</b>					

11IL3